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ABSTRACT

This resource list is intended to provide school systems with information on assessment of school-aged children for the presence of a disability. The 104 references are broken down into the following categories: general assessment information; assessment tools; critiques of assessment tools; curriculum-based assessment; assessments of different disabilities (attention deficit hyperactivity disorder, autism, emotional/behavior disorders, speech/language disorders, learning disabilities, mental retardation, moderate/severe disabilities, neurological disabilities, traumatic brain injury); assessment of minorities; and assessment modifications. Contact information (usually phone numbers and Web sites) for publishers are also provided. (DB)

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Assessing Children for the Presence of a Disability
Resources You Can Use
NICHCY Bibliography
2nd Edition

Mary Kate Gutierrez, Comp.

August 2002

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Resources You Can Use

Assessing Children for the Presence of a Disability

This resource list provides school systems with information on assessment of school-aged children. The books and articles listed below may be useful to schools as they plan assessments of individual students to determine if they have a disability and, thus, are eligible for special education and related services.

Many of the resources may also help school personnel plan instruction that is appropriate to the needs of individual students and monitor their progress throughout the year. For example, titles that include "curriculum" or "instruction" in them, as do the entries for Bigge, Browder, and others below, include instructional information along with assessment information.

This list of resources is by no means exhaustive. You may identify additional resources by:

- looking in the bibliography/reference sections of any of the materials listed below;
- contacting organizations that address issues related to assessment, such as the American Psychological Association (APA);
- contacting organizations that address issues related to specific disabilities (such as the Arc or the Learning Disabilities Association), as these organizations may be able to provide specific guidance about how the disability upon which they focus might be assessed;
- checking to see what materials the teacher's library in your area has available; or
- checking to see what resources are available at any universities or colleges near your town.

To assist you in obtaining the materials in this resource list, the names, addresses, and telephone numbers of publishers are provided (in alphabetical order) at the end of this document.

While NICHCY takes every measure possible to ensure that we provide the most current and accurate information, addresses and telephone numbers are, of course, subject to change without notice, as is the availability of the resources listed here. It's a good idea to contact the publisher and find out the latest payment and ordering procedures.

General Assessment Information

Baumberger, J.P., & Harper, R.E. (1999). *Assisting students with disabilities: What school counselors can and must do.* Thousand Oaks, CA: Corwin Press.

Bigge, J.L., Stump, C.S., Spagna, M.E., & Silberman, R.K. (1999). *Curriculum, assessment and instruction for students with disabilities.* Belmont, CA: Wadsworth.

Browder, D.M. (2001). *Curriculum and assessment for students with moderate and severe disabilities.* New York: Guilford.

Ekstrom, R.B., & Smith, D.K. (2002). *Assessing individuals with disabilities in educational, employment, and counseling settings.* Washington, DC: American Psychological Association.

Elksnin, L.K., & Elksnin, N. (Eds.) (2001). *Assessment and instruction of social skills: A special double issue of exceptionality*. Mahwah, NJ: Lawrence Erlbaum Associates.

Gober, S.Y. (2002). *Six simple ways to assess young children*. Albany, NY: Delmar.

Losardo, A., & Notari-Syverson, A. (2001). *Alternative approaches to assessing young children*. Baltimore, MD: Paul H. Brookes.

McLoughlin, J.A., & Lewis, R.B. (2001). *Assessing students with special needs* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Overton, T. (2000). *Assessment in special education: An applied approach* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Pierangelo, R., & Giuliani, G. (2002). *Assessment in special education: A practical approach*. Boston: Allyn and Bacon.

Romero, I., Kalesnik, J., & Nuttall, E.V. (1999). *Assessing and screening preschoolers: Psychological and educational dimensions* (2nd ed.). Boston: Allyn and Bacon.

Salvia, J., & Ysseldyke, J.E. (2001). *Assessment* (8th ed.). Boston: Houghton Mifflin.

Sattler, J.M. (2001). *Assessment of children: Behavioral and clinical applications* (4th ed.). Austin, TX: Pro-Ed.

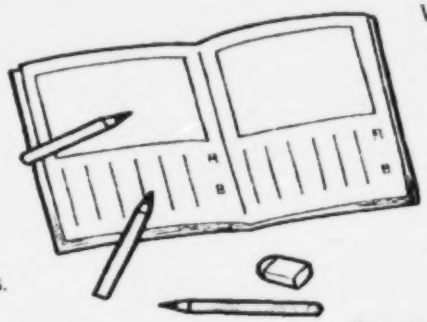
Sattler, J.M. (2001). *Assessment of children: Cognitive applications* (4th ed.). Austin, TX: Pro-Ed.

Simeonsson, R.J., & Rosenthal, S.L. (Eds.). (2001). *Psychological and developmental assessment*. New York: Guilford.

Taylor, R.L. (in press). *Assessment of exceptional students: Educational and psychological procedures* (6th ed.). Boston: Allyn and Bacon.

Vance, H.B. (Ed.). (1997). *Psychological assessment of children: Best practices for school and clinical settings* (2nd ed.). New York: John Wiley & Sons.

Venn, J. (1999). *Assessing students with special needs* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.



Ward, A., & Murray-Ward, M. (1999). *Assessment in the classroom*. Belmont, CA: Wadsworth.

Witt, J.C., Elliott, S.N., Daly III, E.J., Gresham, F.M., & Kramer, J.J. (1998). *Assessment of at-risk and special needs children* (2nd ed.). New York: McGraw-Hill Higher Education.

Assessment Tools

Apfel, N.H., & Provence, S. (2001). *Infant-toddler and family instrument (ITFI) and manual*. Baltimore, MD: Paul H. Brookes.

Bagnato, S.J., Neisworth, J.T., Salvia, J.J., & Hunt, F.M. (1999). *Temperament and atypical behavior scale (TABS): Early childhood indicators of developmental dysfunction*. Baltimore, MD: Paul H. Brookes.

Breen, M. J., & Fiedler, C.R. (Eds.). (1996). *Behavioral approach to assessment of youth with emotional/ behavioral disorders: A handbook for school-based practitioners*. Austin, TX: Pro-Ed.

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Johnson-Martin, N.M., Attermeier, S.M., & Hacker, B.J. *The Carolina curriculum for preschoolers with special needs*. (1990). Baltimore, MD: Paul H. Brookes.

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Linder, T.W. (1993). *Transdisciplinary play-based assessment: A functional approach to working with young children*. (Rev. ed.). Baltimore, MD: Paul H. Brookes.

Pozanski, E.O., & Mokros, H.B. (1996). *Children's depression rating scale (CDRS-R)*. Austin, TX: Pro-Ed.

Smith, M.W., Dickinson, D.K., Sangeorge, A., & Anastasopoulos, L. (2002). *Early language and literacy classroom observation (ELLCO) toolkit and user's guide,* (Research ed.). Baltimore, MD: Paul H. Brookes.

Taylor, R.L. (in press). *Assessment of exceptional students: Educational and psychological procedures* (6th ed.). Boston: Allyn and Bacon.

Wetherby, A.M., & Prizant, B.M. (2001). *Communication and symbolic behavior scales developmental profile™ (CSBS DP),* (1st normed ed.). Baltimore, MD: Paul H. Brookes.

Critiques of Assessment Tools

Kemp, S.L., Korkman, M., & Kirk, U. (2001). *Essentials of Nepsy assessment.* New York: John Wiley & Sons.

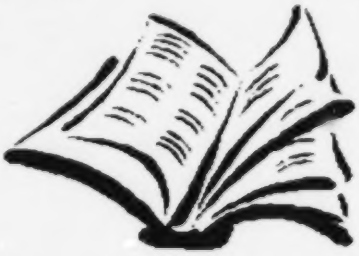
Keyser, D., & Sweetland, R. (1984-1994). *Test critiques* (Volumes I-X). Austin, TX: Pro-Ed.

Maddox, T. (1997). *Tests: A comprehensive reference for assessments in psychology, education, and business* (4th ed.). Austin, TX: Pro-Ed.

Mather, N., Wendling, B.J., & Woodcock, R.W. (2001). *Essentials of WJ III tests of achievement assessment.* New York: John Wiley & Sons.

McCallum, S., Bracken, B.A., & Wasserman, J. (2000). *Essentials of nonverbal assessment.* New York: John Wiley & Sons.

Pierangelo, R., & Giuliani, G.A. (1998). *Special educator's complete guide to 109 diagnostic tests.* West Nyack, NY: Center for Applied Research in Education.



Schrank, F.A., Flanagan, D.P., Woodcock, R.W., Mascolo, J.T., & Kaufman, N.L. (2001). *The essentials of WJ III cognitive abilities assessment.* New York: John Wiley & Sons.

Curriculum-based Assessment

Bagnato, S.J., Neisworth, S.M., & Munson, S.M. (1997). *Linking assessment and early intervention: An authentic curriculum-based approach* (3rd ed.). Baltimore, MD: Paul H. Brookes.

Choate, J.S., Enright, B.E., Miller, L.J., Poteet, J.A., & Rakes, T.A. (1995). *Curriculum-based assessment and programming* (3rd ed.). Boston: Allyn and Bacon.

Idol, L., Nevin, A., & Paolucci-Whitcomb, P. (1999). *Models of curriculum-based assessment: A blueprint for learning.* Austin, TX: Pro-Ed.

Assessments of Different Disabilities

ADHD

American Academy of Pediatrics. (2000, May). Clinical practice guideline: Diagnosis and evaluation of the child with attention-deficit/hyperactivity disorder. *Pediatrics, 105*(5), 1158-1170.

Barkley, R.A. (1998). *Attention-deficit/hyperactivity disorder: A handbook for diagnosis and treatment* (2nd ed.). New York: Guilford.

Conners, C.K., & Jett, J.L. (1999). *Attention deficit hyperactivity disorder (in adults and children): The latest assessment and treatment strategies.* Kansas City, MO: Compact Clinicals.

Goldman, L.S., Genel, M., Bezman, R., & Slanetz, P.J. (1998). Diagnosis and treatment of attention-deficit/hyperactivity disorder in children and adolescents. *JAMA (Journal of the American Medical Association), 279*(14), 1100-1107. [Abstract of this article is available on-line at: http://jama.ama-assn.org/issues/v279n14/toc.html]

Mercugliano, M., Power, T.J., & Blum, N.J. (1999). *The clinician's practical guide to attention-deficit/hyperactivity disorder.* Baltimore, MD: Paul H. Brookes.

National Institutes of Health. (1998). Diagnosis and treatment of attention deficit hyperactivity disorder. *NIH Consensus Statement, 16*(2), 1-37 [Available on-line at: odp.od.nih.gov/consensus/cons/110/110_statement.htm]

Autism

Howlin P., & Asgharian, A. (1999, December). The diagnosis of autism and Asperger syndrome: Findings from a survey of 770 families. *Developmental Medicine and Child Neurology, 41,* 834-839.

Matson, J.L. (Ed.). (1994). *Autism in children and adults: Etiology, assessment, and intervention.* Belmont, CA: Wadsworth.

Schloss, P., & Smith, M.A. (1998). *Applied behavior analysis in the classroom* (2nd ed.). Boston: Allyn and Bacon.

Shriver, M.D., Allen, K.D., & Mathews, J.R. (1999). Effective assessment of the shared and unique characteristics of children with autism. *School Psychology Review, 28*(4), 538-558.

Wetherby, A.M., & Prizant, B.M. (2000). *Autism spectrum disorders: A transactional developmental perspective.* Baltimore, MD: Paul H. Brookes.

Zager, D.B. (Ed.). (1999). *Autism: Identification, education, and treatment* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Behavior (ED/BD)

Artesani, J. (2001). *Understanding the purpose of challenging behavior: A guide to conducting functional assessments.* Upper Saddle River, NJ: Prentice Hall.

Breen, M.J., & Fiedler, C.R. (Eds.). (1996). *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners.* Austin, TX: Pro-Ed.

Brumback, R., & Weinberg, W.A. (2001). *Attention, behavior and learning problems in children: Protocols for diagnosis and treatment.* Lewiston, NY: BC Decker.

Chandler, L.K., & Dahlquist, C.M. (2002). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings.* Upper Saddle River, NJ: Prentice Hall.

Epstein, M.H. (1999, September/October). The development and validation of a scale to assess the emotional and behavioral strengths of children and adolescents. *Remedial and Special Education, 20*(5), 258-262.

Erickson, M.T. (1998). *Behavior disorders of children and adolescents: Assessment, etiology, and intervention* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Kauffman, J.M. (2001). *Characteristics of emotional and behavioral disorders of children and youth* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

McConnell, M.E. (2001). *Functional behavioral assessment: A systematic process for assessment and intervention in general and special education classrooms.* Denver, CO: Love.

Nelson, R., Roberts, M.L., & Smith, D.J. (2000). *Conducting functional behavioral assessments: A practical guide.* Longmont, CO: Sopris West.

O'Neill, R.E., Horner, R.H., Albin, R.W., Storey, K., & Sprague, J.R. (1997). *Functional assessment and program development for problem behavior: A practical handbook* (2nd ed.). Belmont, CA: Wadsworth.

Repp, A.C., & Horner, R.H. (1999). *Functional analysis of problem behavior: From effective assessment to effective support.* Belmont, CA: Wadsworth.

Ruesch, G., & Hartwig, E. (1998). *Functional behavioral assessments: How to do them right!* [videotape]. Palm Beach Garden, FL: Dartnell/LRP.

Schloss, P., & Smith, M.A. (1998). *Applied behavior analysis in the classroom* (2nd ed.). Boston: Allyn and Bacon.

Shapiro, E.S., & Kratochwill, T.R. (Eds.). (2000). *Conducting school-based assessments of child and adolescent behavior.* New York: Guilford.

Sugai, G., & Horner, R.H. (2000). *Functional behavioral assessment.* Mahwah, NJ: Lawrence Erlbaum Associates.

Sugai, G., Horner, R., Dunlap, G., Lewis, T.J., Nelson, C., Scott, T., Liaupsin, C., Ruef, M., Sailor, W., Turnbull, A.P., Turnbull, H.R., Wickham, D., & Wilcox, B.L. (2000). Applying positive behavior support and functional behavioral assessment in schools. *Journal of Positive Behavior Interventions, 2*(3), 131-143.

Witt, J., Daly, E.M., & Noell, G. (2000). *Functional assessments: A step-by-step guide to solving academic and behavior problems.* Longmont, CO: Sopris West.

Speech/Language

Bahr, D.C. (2000). *Oral motor assessment and treatment: Ages and stages.* Boston: Allyn and Bacon.

Cohen, A.D. (1994). *Assessing language ability in the classroom* (2nd ed.). Boston: Heinle & Heinle.

Cole, K.N., Dale, P.S., & Thal, D.J. (Eds.). (1996). *Communication and Language Intervention Series, Vol. 6: Assessment of communication and language.* Baltimore, MD: Paul H. Brookes.

McCauley, R.J. (2001). *Assessment of language disorders in children.* Mahwah, NJ: Lawrence Erlbaum Associates.

Watson, L.R., Crais, E.R., & Layton, T.L. (Eds.). (2000). *Handbook of early language impairment in children: Assessment and intervention.* San Diego, CA: Singular.

Learning Disabilities

Greene, J.F., & Moats, L.C. (2001). *Testing: Critical components in the identification of dyslexia.* Baltimore, MD: International Dyslexia Association.

Jordan, N.C., & Goldsmith-Phillips, J. (Eds.). (1994). *Learning disabilities: New directions for assessment and intervention.* Boston: Allyn and Bacon.

Kaufman, A.S., & Kaufman, N.L. (Eds.). (2001). *Specific learning disabilities and difficulties in children and adolescents: Psychological assessment and evaluation.* Port Chester, NY: Cambridge University Press.

Lerner, J.W. (2000). *Learning disabilities: Theories, diagnosis, and teaching strategies* (8th ed.). Boston: Houghton Mifflin.

Lipson, M.Y., & Wixson, K.K. (1997). *Assessment and instruction of reading and writing disability: An interactive approach* (2nd ed.). Boston: Allyn and Bacon.

Lyon, G.R. (Ed.). (1994). *Frames of reference for the assessment of learning disabilities: New views on measurement issues.* Baltimore, MD: Paul H. Brookes.

Mental Retardation

American Association on Mental Retardation. (2002). *Mental retardation: Definition, classification, and systems of support* (10th ed.). Wash, DC: Author.

Taylor, R.L. (Ed.). (1997). *Assessment of individuals with mental retardation.* San Diego, CA: Singular.

Moderate/Severe Disabilities

Browder, D.M. (2001). *Curriculum and assessment for students with moderate and severe disabilities.* New York: Guilford.

Neurological Disabilities

Bennett, S.E., & Karnes, J.L. (1998). *Neurological disabilities: Assessment and treatment.* Baltimore, MD: Lippincott Williams & Wilkins.

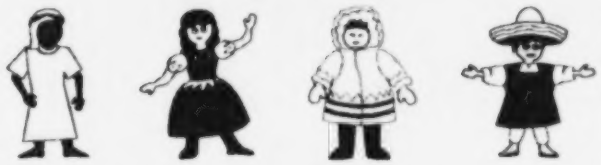
Teeter, P.A., & Semrud-Clikeman, M. (1997). *Child neuropsychology: Assessment and interventions for neurodevelopmental disorders.* Boston: Allyn and Bacon.

Traumatic Brain Injury

Bigler, E., Clark, E., & Farmer, J. (Eds.). (1997). *Childhood traumatic brain injury: Diagnosis, assessment and intervention.* Austin, TX: Pro-Ed.

Lezak, M.D. (1999). *Neuropsychological assessment* (3rd ed.). Cary, NC: Oxford University Press.

Rocchio, C. (1998, April). Neuropsychological assessment: A key piece of the puzzle after brain injury. *Family News and Views, 5*(3). [Available on-line at: www.biausa.org/famviewnews/neuropsychassess.htm]



Assessment of Minorities

Burnette, J. (2000, December). *Assessment of culturally and linguistically diverse students for special education eligibility* (ERIC EC Digest #E604). Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. [Available on-line at: http://ericec.org/digests/e604.html]

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Dana, R.H. (1998). *Understanding cultural identity in intervention and assessment.* Thousand Oaks, CA: Sage.

Dana, R.H. (1999). Cross-cultural and multicultural use of the Thematic Apperception Test. In M.L. Geiser & M. Stein (Eds.), *Evocative images: The Thematic Apperception Test and the art of projection* (pp. 177-190). Washington, DC: American Psychological Association.

Dana, R.H. (1999). Psychological assessment in diagnosis and treatment of ethnic group members. In J. A. Aponte & J. Wohs (Eds.), *Psychological interventions and cultural diversity* (2nd ed., pp. 59-74). Boston: Allyn and Bacon.

Dana, R.H. (2000). Culture and methodology in personality assessment. In I. Cuellar & F. Paniagua (Eds.), *Handbook of multicultural mental health: Assessment and treatment of diverse groups* (pp. 97-120). San Diego, CA: Academic Press.

Dana, R.H. (Ed.) (2000). *Handbook of cross-cultural and multicultural personality assessment.* Mahwah, NJ: Lawrence Erlbaum Associates.

Gonzalez, V., Brusca-Vega, R., & Yawkey, T. (1997). *Assessment and instruction of culturally and linguistically diverse students with or at-risk of learning problems: From research to practice.* Boston: Allyn and Bacon.

Kamhi, A.G., Pollock, K.E., & Harris, J.L. (1996). *Communication development and disorders in African American children: Research, assessment, and intervention.* Baltimore, MD: Paul H. Brookes.

National Association of School Psychologists. (2000). *Directory of bilingual school psychologists 2000.* Bethesda, MD: Author.

Assessment Modifications

Alper, S., Ryndak, D.L., & Schloss, C.N. (2001). *Alternate assessment of students with disabilities in inclusive setting.* Boston: Allyn and Bacon.

ASPIIRE/ILIAD IDEA Partnership Projects. (2000). *Making assessment accommodations: A toolkit for educators* [and videotape]. Arlington, VA: The Council for Exceptional Children.

Losardo, A., & Notari-Syverson, A. (2001). *Alternative approaches to assessing young children.* Baltimore, MD: Paul H. Brookes.

Tindal, G. & Fuchs, L. (2000). *A summary of research on test changes: An empirical basis for defining accommodations.* [Available on-line at: www.ihdi.uky.edu/msrrc]

List of Publishers

The books included in this *Resources You Can Use* can be ordered from the following publishers—through their Web sites or toll-free telephone numbers. Full mailing addresses are given for those publishers that do not have toll-free numbers.

Academic Press
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Allyn and Bacon/Longman
800-666-9433; www.ablongman.com

American Association on Mental Retardation
800-424-3688; www.aamr.org

American Psychological Association
800-374-2721; www.apa.org

BC Decker
800-568-7281; www.bcdecker.com

Cambridge University Press
800-872-7423; www.cup.org

Center for Applied Research in Education (c/o Pearson Education)
800-947-7700; www.phdirect.com

Compact Clinicals
800-408-8830; www.compactclinicals.com

Corwin Press, Inc.
800-818-7243; www.corwinpress.com

The Council for Exceptional Children
888-232-7733; www.cec.sped.org

Dartnell/LRP Publications
800-341-7874; www.lrp.com

Delmar Learning/Thomson Learning
800-347-7707; www.delmar.com

Guilford Press
800-365-7006; www.guilford.com

Heinle & Heinle/Thomson Learning
800-354-9706; www.heinle.com

Houghton Mifflin
877-859-7241; www.hmco.com

International Dyslexia Association
800-222-3123; www.interdys.org

John Wiley & Sons
877-762-2974; www.wiley.com

Lawrence Erlbaum Associates
800-926-6579; www.erlbaum.com

Lippincott Williams & Wilkins
800-638-3030; www.lww.com

Love Publishing
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800-262-4729; www.mhhe.com/catalogs

National Association of School Psychologists
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301-657-0270; www.nasponline.org/index2.html

Oxford University Press
800-451-7556; www.oup-usa.org

Paul H. Brookes Publishing
800-638-3775; www.brookespublishing.com

Prentice Hall/Pearson Education
800-282-0693; vig.prenhall.com

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